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ABSTRACT

The second of a series of self-instructional learning modules designed to familiarize users with Oregon minimum standards for public schools, this document outlines and explains the publication "Elementary-Secondary Guide for Oregon Schools: Part II Suggestions," a 1977 State Department of Education publication. Part 2 of the guide explains Oregon Administrative Rule 581-22-208, which deals with instructional planning and requires school districts to set goals, conduct student assessment, undertake needs identification, and make program improvements. It also offers suggestions for how districts might meet minimum standards. This learning module begins with performance indicators that outline the important information and competencies to be taught in the module. A study guide structures the use of the module and explains the reasons for completing each part. The next portion of the module contains a section-by-section outline of part 2 of the guide. Finally, learning activities are provided to help users become comfortable in using part 2 of the guide, and a quiz helps verify that desired learning module outcomes have been met. (JM)

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GOAL — Readers will become familiar with the Elementary-Secondary Guide, Part II* for use in instructional planning.

PERFORMANCE INDICATORS — Upon completion of this learning module, you will be able to:

1. identify the four processes local schools are required to follow in instructional planning;

2. differentiate between various levels of goals statements.

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*Elementary-Secondary Guide for Oregon Schools: Part II, Suggestions. Salem, OR: Oregon Department of Education, 1977

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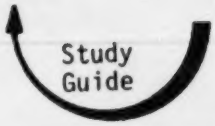


What?	Why?
1. Read page 3 in this module.	1. To see how the Elementary-Secondary Guide, Part II is organized.
2. Read pages 17 through 30 of the Elementary-Secondary Guide, Part II.	2. To become familiar with major concepts in goal-based planning.
3. Complete the learning activities pages 5, 6, 7, 8 and 9 in this module.	3. To become comfortable in using Part II of the guide.
4. Refer to the performance indicators, page 1.	4. To determine whether you feel you are able to meet the outcomes expected of you for this module.
5. Complete the Quiz on page 11.	5. To verify that you have met the module outcomes.

The Elementary Secondary Guide, Part II contains suggestions for meeting minimum standards . . . and for going beyond. It is NOT the authority. Part I is.

Pages 3 through 13 contain information for making important program decisions about:

- how Part I and Part II and program guides work together
- what districts ought to know BEFORE they goal-base plan
- Equal Educational Opportunity
- Elementary Education
- Secondary Education
- suggestions for tracing units of credit to specific programs

OAR 581-22-208 deals with Instructional Planning. This OAR requires local districts to implement a system which provides for:

1. Sets of goals including:
   a. district goals
   b. program goals
   c. course goals

2. Assessment in specified subject matter at given times for both group and individual performances.

3. Needs identification, using assessments information to determine individual needs.

4. Program improvements, using needs identified to respond to student needs within the program.

Pages 17-30 focus on these instructional planning requirements. This information will help establish a framework for developing the kind of educational outcomes a local community expects.

Turn to figure 1, page 19 -- an illustration of goals and competencies and how they complement each other.

- There are six goals set by the State Board of Education
- District goals complement state goals.
- Program goals complement district goals.
- Course goals complement program goals.
- Two of the ten areas of competency are listed in the upper right hand column.
- The competency example complements the two areas of competencies.

Pages 21-30 focus on how districts will determine, once goals and competencies are set, if these outcomes are being reached. Read this section to learn what districts must do, by when, to meet requirements for:

- assessment
- needs identification
- program identification

Page 31 lists resources currently available to implement the above requirements.

The rest of the book is for "thumbers" --

- 102 pages of instructional and support programs
- 4 pages for administration
- 1 page is an index

After you are familiar with the contents of the book, particularly pages 17-31, do the activities on the following pages.

Briefly state in your own words the purpose of the following four processes local schools are required to follow in instructional planning.

a. Setting goals and specifying competencies (page 18)

b. Assessment (page 21)

c. Needs identification (page 26)

d. Program improvements (page 29)

Using Figure 1 on page 19 in Part II as a model, write the following goal statements in the appropriate box on page 7.

The student will be able to locate, examine, evaluate and use information.

Students will be able to satisfy their information needs through examining printed materials.

The student will be able to use a dictionary to identify the structure and meaning of a word.

The student is able to read common documents when seeking solutions to everyday problems.

Some points to remember:

- State Goals have been established by the State Board of Education and remain the same.
- District Goals are statements of broad, general learner outcomes a local district and its community see as desirable consequences of instruction and relevant to attaining State Goals.
- Program Goals (Instructional): statements of desired learner outcomes for each district instructional program in any combination of grades K through 12 (i.e., mathematics, science).
- Course Goals: statements of desired learner outcomes for each course or unit of study (i.e., algebra, biology).
- Competencies: statements of desired student performance representing demonstrable ability to apply knowledge, understanding and/or skills assumed to contribute to success in life role functions.

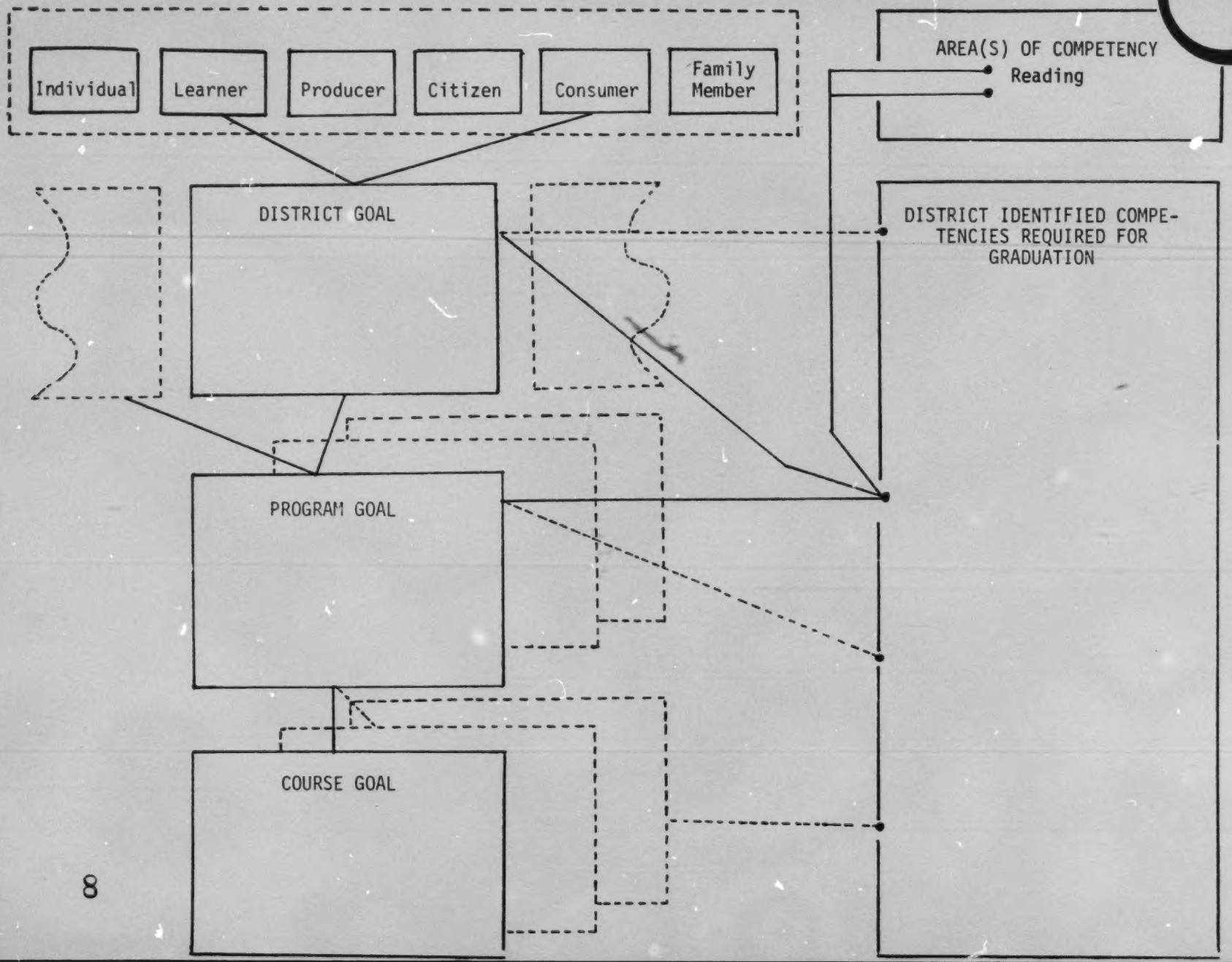
The following chart outlines the distinguishing characteristics for these three goal levels.

Level of Goals	Scope Described by the Set of Learner Outcome Statements	Level of Specificity of Goals
District Goals	All program areas in the district	very general
Program Goals	Only one program area	general
Course Goals	Only one course or unit of study	more specific

(ANSWERS ARE ON PAGE 8)

SAMPLE COMPLEMENTARY GOALS AND COMPETENCIES

Activity



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Answers

District Goal	The student will be able to locate, examine, evaluate and use information.
Program Goal	Students will be able to satisfy their information needs through examining printed materials.
Course Goal	The student will be able to use a dictionary to identify the structure and meaning of a word.
Competency	The student is able to read common documents when seeking solutions to everyday problems.

If you had trouble, use the next three modules, which will further familiarize you with the different levels of goals.

However, if you would like to do another such activity, one is provided on the following page. Write the following goal statements in the appropriate box on page 9.

Student will be able to apply logical critical thinking skills in solving problems and making decisions.

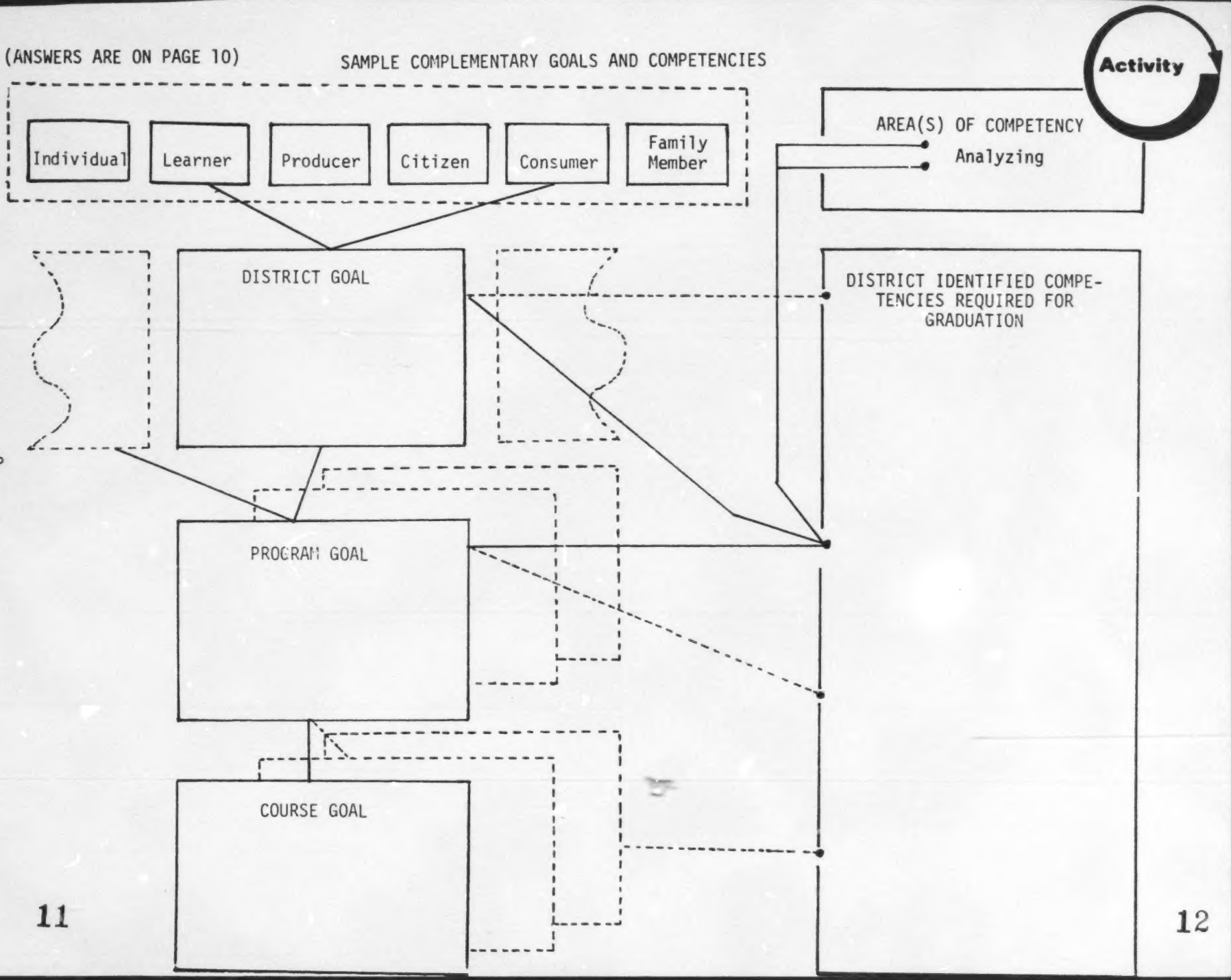
Student will be able to make financial decisions which contribute to family stability and personal satisfaction.

Student will be able to identify the principles in purchasing food.

The student is able to develop a family budget when given the necessary information.

(ANSWERS ARE ON PAGE 10)

SAMPLE COMPLEMENTARY GOALS AND COMPETENCIES



Answers

District Goal	Student will be able to apply logical critical thinking skills in solving problems and making decisions.
Program Goal	Student will be able to make financial decisions which contribute to family stability and personal satisfaction.
District Goal	Student will be able to identify the principles in purchasing food.
Competency	The student is able to develop a family budget when given the necessary information.

Activity

QUIZ

1. Local school districts must establish goals at the following levels (pages 18-20):

2. Referring to Figure 1 on page 19, match each of the goal and competency statements to the correct classification:

Goal and Competency Statements	Goal Classifications
____ Students will be able to compute the surface area of objects, rooms, buildings and parcels of land.	A. Program
____ The student is able to solve common quantitative problems around the home.	B. Competency
____ Students will be able to solve quantitative problems.	C. District
____ Students will be able to identify and use appropriate problem-solving skills in satisfying the needs and interests of everyday life.	D. Course

3. Part II is particularly useful for district policy makers. True or False?

4. The minimum standards contain a framework for districts to follow in instructional planning. A sequence is suggested but not required. What is the sequence suggested in Part II?

a. _____	1. Setting goals and specifying competencies
b. _____	2. Assessment
c. _____	3. Program improvements
d. _____	4. Needs identification

Answers

1. A. District (see Part I, page 6, 581-22-201 (3))
   B. Program (see Part I, page 6, 581-22-201 (3))
   C. Course (see Part I, page 6, 581-22-201 (3))

2. D
   B
   A
   C

3. False. Part I focuses on requirements and is particularly useful for district policy makers. Part II is directed more to curriculum planners.

4. 1
   2
   4
   3